Historic Royal Palaces

Invitation to tender:

Learning Journey Evaluation

(Overview)

Learning & Engagement

Historic Royal Palaces

Note

This is a tender overview. Those interested in submitting a proposal should contact Alex.Drago@hrp.org.uk to receive a more detailed tender brief containing more information on HRP's learning programmes and the Learning Journey.

Background and context

Historic Royal Palaces is the independent charity that looks after the Tower of London, Hampton Court Palace, Kensington Palace, Kew Palace, the Banqueting House at Whitehall, and Hillsborough Castle in Northern Ireland, which has recently been added to our portfolio. The organisation is founded on twin charitable objectives, conservation and learning, which are implicit in our Cause - to help everyone explore the stories of how monarchs and people have shaped society, in some of the greatest palaces ever built. As an independent charity we raise all our own funds and depend on the support of our visitors, members, donors, sponsors and volunteers to deliver our work.

Over four million visitors of all ages and nationalities visit our palaces each year, including over 250,000 learners who engage with our award-winning learning programmes which deliver across all palaces and audiences.

The organisation has recently agreed a new three year Learning & Engagement Strategy which will be delivered by the Learning & Engagement team, the intention of which will put learning at the heart of the organisation, increase our reach in terms of the numbers of and diversity of our audiences, and see HRP being more widely recognised for its high quality, distinctive and transformative learning programmes. L&E engages with three key audiences: formal (including schools), family (including all informal engagement), and adults. Outreach work is implicit within each of these audience strands.

The Learning Journey

A key priority for the organisation is to find a simple and consistent approach to measurement which can be used to develop, deliver and evaluate all learning and engagement content. Prior thinking around evaluation has led to the development of the Learning Journey, upon which we want to expand in order to create a self-sufficient evaluation system which can be used across all of our content.

HRP defines learning as the active, experiential and transformative journey that helps everyone explore the story of how monarchs and people have shaped society, in some of the greatest palaces ever built. Learning (either formal or informal) is the process by which the Cause is delivered and the Learning Journey delivers learning. Their relationship is circular.

The Learning Journey includes the following:

1. An outcomes-based framework which is intended to be used to inform the design, delivery and evaluation of all learning and engagement content.

2. A Quality framework to ensure that all content is delivered to a consistently high standard.

3. Key performance indicators (KPIs) which can be used across all our learning & engagement content, and an aspiration to develop systems to document and communicate KPI data from individual programmes through to aggregated data across the Learning & Engagement's content portfolio.

Outcomes and Quality framework

Initial work on the Learning Journey has developed three key outcomes, Discovery, Participation, and Transformation. These have been derived from HRP's Cause – to help everyone explore the story of how monarchs and people have shaped society, in some of the greatest palaces ever built. Each of these three top-line outcomes is supported by a range of detailed outcomes that better articulate our desired audience outcomes.

The Quality framework is intended to be both a sense-check to ensure consistently high standards in the planning phases, as well as forming the basis for appropriate visitor feedback on our operational procedures.

The Learning Journey is not intended to be used as a pick'n'mix model. All content should be designed to deliver all three outcomes using an integrated approach that takes into account the audience, type of delivery, content, objectives, etc. Light touch family learning, for example, may focus on Participation outcomes primarily, but would also deliver Discovery and Transformation outcomes appropriate to the audience and the intervention, ensuring a coordinated learning journey for the visitor. We call this designing for transformation.

Key Performance Indicators (KPIs)

There are four KPIs within the Learning Journey - Impact, Quality, Reach and Value. Impact relates to the Learning Journey outcomes, Quality relates to the Quality framework, Reach relates to numbers engaged, audience data and type of delivery (DIY, Facilitated, etc.), Value refers to the cost and value for money based on other KPI data.

It is expected that each programme strand will yield its own KPI data but that it will also be possible to aggregate data to combine data across a number of variables – type of delivery, audience, etc. These KPIs will be used by a variety of internal stakeholders, within L&E, for fundraising purposes internally and externally, as well as communicating the impact of L&E's work to HRP's Executive Board and Trustees.

Evaluation approach

Given the breadth of programming across L&E and in order to make reporting easier, it is anticipated that the Learning Journey has six models of evaluation reflecting broadly our strategic framework of delivery across all our programming, from self-guided through to the delivery of large-scale public events. it is anticipated that the specific evaluation techniques utilised will be appropriate to the audience and type of delivery. Given the high volume of learners we engage with it is anticipated that digital capture will play an important role in our desired approach.

Objective

The key objective of this work is to:

Develop an efficient, informative, reflective, and self-sufficient evaluation system which can be used across all HRP's learning and engagement content in order to produce consistent, accurate and meaningful KPI data that details HRP's transformative impact[1] as a learning institution.

Outputs

Key output will be the development of a coordinated, practical and self-sufficient system that will:

- Inform the development and delivery of our learning and engagement content:

  - In consultation with HRP staff work with us to refine the Learning Journey further and provide finalised breakdown of Discovery, Participation and Transformation outcomes that can be used across our entire learning and engagement portfolio.

  - Review the suggested Quality framework to ensure built-in Quality checks during content development.

- Facilitate consistent, accurate and meaningful evaluation and reporting across our learning and engagement portfolio:

  - Develop audience appropriate, practical evaluation approaches and techniques to measure impact based on the learning journey outcomes, using a modelling approach in-line with our strategic framework for delivery. Given the size and breadth of our programming, it is expected that this system will take advantage of digital capture of data where appropriate.

  - Record service user feedback on the Quality of content to inform KPI data.

  - Recommend appropriate Reach and Value data across audiences.

  - Provide easy-to-use and time-efficient systems to track evaluation data.

  - Work with HRP staff on the operationalization of the Learning Journey – to ensure we collect, store, use and analyse data as consistently and efficiently as possible. Wherever possible, utilise functionality offered by our new booking system which utilises extensive Customer Relationship Management opportunities, and which can be used to support the gathering of evaluation data.

  - Deliver flexible reporting that will provide a range of quantifiable KPIs across our learning and engagement portfolio and support the aggregation

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[1] HRP defines impact as the discovery, participation and transformation outcomes. Long-term impact, SROI, EIA, and similar, will be developed later.

and manipulation of data across programmes, audiences, types of engagement, etc.

   o Deliver reporting that overlays the learning journey outcomes onto the GLOs (Generic Learning Outcomes).

- Provide training for HRP staff to utilise the Learning Journey within their work, from development, to delivery through to reflecting on evaluation data to improve their work.

- Where appropriate, liaise with HRP's Audience Champion to integrate current HRP audience evaluation, feedback and research into the development of the Learning Journey.

Methodology

Your role is to consult with HRP staff, develop practical systems, make recommendations on their use, and provide training for staff in using proposed systems, in order to support the self-sufficient development, delivery and evaluation of all of our learning and engagement content against the learning journey framework. In order for the learning journey concept to be successful, HRP must have ownership of the work being undertaken and the recommendations being made on its use.

Tender response

Please note that this is a tender overview. Those interested in submitting a proposal should contact Alex.Drago@hrp.org.uk to receive a more detailed tender brief containing more information on HRP's learning programmes and the Learning Journey.

Having familiarised yourself with the background and context, concept of the learning journey, objectives and desired outputs, we ask that you submit a document in response to this taking into account supplier selection criteria below.

Tender responses will be evaluated by key staff across the Learning & Engagement team at Historic Royal Palaces.

Tender submissions must include all the information in the following list:

- Description of the proposed approach and methodology in outline form.

- Summary of relevant experience, including examples where appropriate.

- Details of members of your team, if any, with an explanation of individual roles and responsibilities.

- A proposed timetable of your work, including appropriate milestones and dates, taking into account the stakeholders to be consulted.

- Proposed price with an itemised breakdown of costs, including day rates and other associated costs.

- The deadline for tender returns is 5pm, Friday May 9th. Initial questions and all responses should be sent to **Alex.Drago@hrp.org.uk**

Required skills

- Experience of evaluating learning projects in the cultural sector, as well as an interest in Historic Royal Palaces and its commitment to learning.

- Experience of developing evaluation systems that are efficient and can work across multiple projects, audiences and sites.

- Proven experiences of project management, including the ability to understand the needs of diverse stakeholders, and undertake a variety of evaluation processes.

- Effective interpersonal and communication skills.

- An understanding of the principles of equality and diversity in relation to learning, heritage, and the wider cultural sector, and to apply these in practice.